

Name: _____ Date: _____

Teacher: _____ School: _____

Kindergarten Note-Sheet Scoring Chart for Units 1 and 4

Data captured from this assessment are intended to inform instruction. These are not summative tasks and therefore, they should not contribute to grades until writers have opportunities to receive feedback after the baseline is given and revise multiple times. See assessment blueprints for more information and the common procedure to be followed.

Step One: Asking Good Questions:**RI.K.1, W.K.5****___ 4 point response (above standard)**

- Writer formulates two questions that can guide research, using the starters who, what, when, where, why, or how.
- Questions connect to one another and will enable writer to locate abundant critical key details.

___ 3 point response (at standard)

- Writer formulates a question that can guide research, using the starters who, what, when, where, why, or how, with teacher support.
- Questions will enable writer to locate key details as they research their topic.

___ 2 point response (below standard)

- Writer formulates at least one question that can guide research, using the starter who, what, when, where, why, or how, with teacher support.
- The question will support beginning efforts to research a topic.

___ 1 point response (significantly below standard)

- Writer is beginning to identify a topic for research and formulate a guiding question, with teacher support.

TOTAL POINTS POSSIBLE**/4**

Step Two: Researching

RI.K.2, W.K.7

___4 point response (above standard)

- Writer explores a variety of texts and positions self as motivated researcher who is confident in ability to find answers from text as a means of satisfying own curiosities.
- Writer thoroughly retells the main topic of a text and uses many key details to support it.

___3 point response (at standard)

- Writer explores texts assigned and positions self as a researcher who is capable of finding answers from text when asked.
- Writer identifies the main topic of the text and shares key details, with teacher support.

___2 point response (below standard)

- Writer explores a single text and manages discomfort well enough to complete the task assigned.
- Writer identifies the main topic of a text, with teacher support.

___1 point response (significantly below standard)

- Writer displays frustration and/or disengagement, even with teacher support.

TOTAL POINTS POSSIBLE

/4

Step Three: Prewriting and Drafting

RI.K.1, RI.K.2, W.K.2, W.K.6, W.K.11

Writers will complete the draft of the task assigned.

*The required rubric for the Units 1 and 4 performance-based assessment may be used for self-evaluation purposes. It should also be used to generate a score for this domain.

Step Four: Peer Review and Revision (W.K.5)

___4 point response (above standard)

- Writer formulates a clear revision plan in response to feedback provided and supplements feedback from peer review with information from self-evaluation or others as needed (if feedback received was inadequate).
- Revisions to work are significant. The content changes in meaningful ways pre/post.

___3 point response (at standard)

- Writer formulates a revision plan, with teacher support.
- Revisions to work are adequate. The content changes in noticeable ways pre/post, with teacher support.

___2 point response (below standard)

- Writer is beginning to formulate a revision plan, with teacher support.
- Writer has begun to revise work, focusing mostly on surface errors and minor aspects of content, with teacher support.

___1 point response (significantly below standard)

- Writer needs additional support to attend to feedback, with teacher support.
- Writer has edited work and improved conventions, with teacher support. Content remains unchanged.